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ABSTRACT

In 1991, the Community College League of California established the Commission on the Future to provide information, ideas, and analyses regarding the challenges facing California's community colleges in the future. At a 1993 meeting, the 23 members of the Commission undertook a scenario-building process to describe possible conditions that the state's community colleges may face in the coming years, examining over 70 key factors and driving forces. From the process, Commission members identified four possible scenarios. The first scenario describes a system of high tech community colleges resulting from an emphasis on new educational/communications technology and adequate resources. The second supposes that, rather than technology, traditional values-based systems are implemented and adequate resources are available, resulting in colleges that use resources to support innovative student learning and teacher development. The third describes a situation in which new technologies are emphasized but adequate resources are not available, leading to improved efficiency and quality. The final scenario supposes that traditional systems are implemented without adequate resources, suggesting that leaders will become innovative entrepreneurs for access and quality. Finally, the following core issues, common to all scenarios, were identified: change, student access, consideration of technology, the role of humanism, the need to bring people together, the importance of pluralism, empowerment, and the role of faculty. (TGI)

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ED 394 615

CALIFORNIA COMMUNITY COLLEGES in 2010

FOUR SCENARIOS:

Technological Solutions/Adequate Resources
Traditional Solutions/Adequate Resources
Technological Solutions/Inadequate Resources
Traditional Solutions/Inadequate Resources

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Commission on the Future
Summary of Annual Meeting
April 23 - 24, 1993

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Community College League of California
1992-93 Commission on the Future

Larry J. Blake, Chair
President
Lassen College

Linda Umbdenstock, Vice Chair
Director of Research & Planning
Rio Hondo College

Sandra C. Acebo
Vice President, Instruction
De Anza College

Rochelle T. Bastien
Trustee
Grossmont-Cuyamaca CCD

Donald B. Berz
Executive Vice President
Chaffey CCD

Michael Bloebaum
Chairperson, Communication Dept.
Pasadena City College

Deborah G. Blue
Assoc. Dean of Instruction,
Humanities Div.
Fresno City College

John E. Burke
Trustee
Redwoods CCD

Raul J. Cardoza
President
Chabot College

Allan E. Forbes
Trustee
Butte CCD

David A. George
Superintendent/President
Desert CCD

Barbara Ann Hall
Director of Research
Mt San Antonio College

William Harlan
Director, San Ramon Center for
Higher Education
Diablo Valley College

Donald Haydu
Professor of History
El Camino College

James L. Heinselman
President
Los Angeles Harbor College

Leon L. Higgs
Executive Vice President
San Bernardino Valley College

Martha Kanter
Dean of Instruction & Student
Services
San Jose City College

Marie Kiersch
Trustee
San Luis Obispo CCD

Rueben O. Lopez
Dean, External Campus
Imperial Valley College

Crisco McCullough
Spec Asst. to VP,
Division Chr, Tech Arts
San Joaquin Delta College

Norma Moore
Faculty Coordinator, Distant Learning
Chabot College

Judith Moss
Trustee
Foothill-DeAnza CCD

Salvatore G. Rotella
Superintendent/President
Riverside CCD

Rick Schulthess
Counselor
Barstow CCD

Cheryl Shearer
Title III Coordinator
Oxnard College

Katrin Spinetta
Director of Institutional Development
Peralta CCD

Carollee Stater
Trustee
Victor Valley CCD

Bill M. Tsuji
Dean, Social/Health Sci
& Learning Res.
Sierra College

Louis E. Zellers
Superintendent/President
Citrus CCD

Others:

Ray Giles
Consultant
Ray Giles & Associates

James Ogilvy
Co-Founder, Managing Director
Global Business Network

John Rozsa
Director, Scenario Development
Energy Commission

David Viar
Executive Director
Community College League
of California

Introduction

In 1991, the Community College League's Board of Directors established the Commission on the Future. Its task was to provide the League and its commissions with information, ideas and analyses regarding the challenges facing California's community colleges in the future.

California Community Colleges in 2010—Four Scenarios, is a summary of discussions from the 1993 meeting of the Commission on the Future. The report outlines the process commission members undertook to develop four possible scenarios community colleges may face in the years ahead. The report then describes the four scenarios, and the challenges and changes commission members believe may be ahead for students, faculty, administrators, and trustees.

As was intended by commission members, the scenarios provide thoughtful, sometimes provocative, "views" into the possible future. The scenarios look at what may happen, not necessarily what will or should happen.

The information, ideas and analysis that make up this report are intended to stimulate discussion and reflection and, hopefully, to promote better decision-making among trustees, administrators and faculty leaders planning for the 21st Century. Only in this manner can we achieve what we want to happen.

Neither the Commission on the Future nor the League endorses any specific scenario. Both, however, do encourage trustees, administrators, faculty, and other policy leaders to read and consider the contents of this special report, and to use the information and ideas contained in ***California Community Colleges in 2010*** as a tool for decision-making in the present.

Process of Developing Scenarios

sce.nar.io...an accounting or synopsis of a projected course of events.

Webster's Dictionary

"The test of a good scenario is not whether it is right or wrong but whether it leads to better decisions today."

James Ogilvy
Global Business Network

On April 23 and 24, 1993, the Community College League's Commission on the Future held its second annual meeting in Oakland. Led by chair Larry Blake and co-chair Linda Umbdenstock, the 23-member commission worked with future forecaster James Ogilvy in developing four scenarios outlining the challenges, issues, forces and possible realities California community colleges will face between now and 2010.

The four scenarios the commission developed are based on four different but related "scenario logics". The "Technological Solutions/Adequate Resources" scenario was built on the "scenario logic" that community colleges will have the funds necessary to maximize technology in the best interest of students. The "Technological Solutions/Inadequate Resources" scenario assumes that there will be limited resources but that technology will be used as a cost-cutting tool.

The "Traditional Solutions/Adequate Resources" scenario was built on the notion that resources will be plentiful but the colleges will use it to promote humanistic approaches to instruction and learning. And the final scenario, "Traditional Solutions/Inadequate Resources," was developed on the hypothesis the colleges would find themselves lacking resources and relying on leadership and innovations to deal with the challenges ahead.

In leading the group through the process, Ogilvy, an international consultant to business and government, made it clear that commission members were not predicting the future. Scenarios are "what if" stories that "come in flocks," he explained. There is no single correct scenario but many that diverge from a common point, not converge toward one predicted outcome.

Establishing a base prediction and then developing different levels or degrees of the same is a dangerous path for decision-makers, said Ogilvy. "It is extraordinary the degree to which that econometric approach has gone wrong by failing to anticipate fundamental discontinuities that make the model go tilt."

The value of scenario building, Ogilvy explained, is its benefit as a tool for decision-making in the present. By anticipating fundamentally different "plots and radically different logics" in the future, scenarists "anticipate a range of possibilities for tomorrow" and thus are prepared to make better decisions today.

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Scenario Building

"...what we're most looking for is the critical uncertainties. It is the uncertainties that cleave scenarios one from another."

The first step in the scenario building process for the commission was for the group to identify key factors and driving forces ("the causes of the causes") facing the California community colleges in the years ahead. Ogilvy told the group, "What we're looking for is not just predetermined elements—the things we can be fairly certain will happen in the future—but what we're most looking for is the critical uncertainties. It is the uncertainties that cleave scenarios one from another."

The group quickly came up with more than 70 key factors and driving forces, including the socio-economic condition of students, value changes, role of knowledge, access, global competition, knowledge as capital, acceleration of the dawn of the information era, new processes of decision-making, a two-tier society, gap between faculty and students, declining K-12 input, glibness of the media, changing job market, what "community college" means, relationship between education and society, community colleges and business, world colleges, accountability, electronic tribalism, struggles for control, influence of technology, limited financial resources and inclusion vs. exclusion.

The next step the commission took was to rank the key issues and driving forces on two criteria: the degree of importance and the degree of uncertainty surrounding the identified factors and trends. Commission members were each given 25 "points" to assign to the issues and forces they felt were most important or uncertain. The following issues and forces were ranked highest by commissioners:

- **Changing technology / alternative delivery systems / accelerated dawn of information era**
- **Balkanization / tribalism / two-tier system / immigration**
- **Uncertainty of funding**
- **Access**
- **Value Changes**
- **Global competition / changing job markets / chronic unemployment**

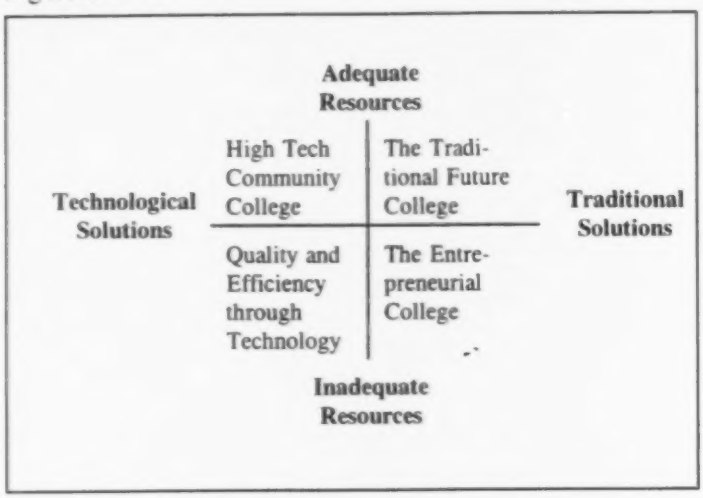
Selecting Scenario Logics

The next step was to identify the axes on which the scenarios would be developed. These axes help define the characteristics— or logics—of each of the four scenarios. It was quickly agreed that the vertical axes would represent resources and finances and that at one end would be adequate resources and at the other inadequate resources (see Figure 1).

The more difficult decision was identifying the horizontal axes. Commission members debated whether that axes should represent access or technology. In the

end it was decided that resources have an important influence on access; that without adequate resources, access will be limited but that even with adequate funding, access could still be limited by such forces as higher tuition. It was then agreed that one end of the horizontal axes would represent technological solutions and the opposite end would represent traditional, value-driven, moral leadership.

Figure 1



Commenting on the horizontal axes, Ogilvy said, "Technology and traditional value systems look like apples and oranges, but what we are identifying here are two alternative ways of solving the same problem. And it's a genuine uncertainty. Are we going to try to solve our social problems through technology or through some sort of moral leadership?"

Names were given to each of the four quadrants or scenario logics. The Technological Solutions / Adequate Resources scenario logic was titled, "High Tech Community College." The Technological Solutions / Inadequate Resources logic was identified as "Quality and Efficiency through Technology." The Traditional Solutions / Adequate Resources quadrant was titled, "The Traditional Future College" and the Traditional Solutions / Inadequate Resources logic was named, "The Entrepreneurial College."

The commission then divided into four working groups, each assigned the task of developing a scenario based on the issues, factors, forces and trends in their scenario logic using the entire list of key factors and driving forces Commission members had earlier identified.

"Technology and traditional value systems look like apples and oranges, but what we are identifying here are two alternative ways of solving the same problem."

California Community Colleges in 2010: Four Scenarios

Scenario 1:
Technological Solutions/Adequate Resources
"High Tech Community College"

"Everything that was bright and shiny we went out and bought," was the first decision of commission members assigned the task of developing a scenario for a college with both financial strength and 21st Century technology on its side.

The result?

High Tech Community College
On campus, every office, every function of the community college in 2010 will network and interface by computer, fax, voice and video with all other offices and functions.

A student services information system will provide students with career information via multilingual, interactive video. Computers will link students to job banks anywhere in the world. In the learning resource center, students will connect via interactive computers and video to any other library data base anywhere in the world.

The college will be networked with other "electronic" colleges and enable students and faculty to share information and programs. At "electronic" colleges, instruction and student services will be available 24-hours a day at home, in the office, and even in the car. "Educational malls" will spring up in some areas providing a variety of education and training opportunities. Satellite learning centers will provide instruction via microwave linkages.

Colleges not only will provide expanded access through technology, but will provide new and exciting approaches to assessment and learning. An interactive computer program will help diagnose learning styles and learning disabilities and design a learning strategy to meet a student's specific needs. Learning will be more media-based with interactive, individualized programs. Students will use both technology and teachers in new ways to identify the best learning method/system to meet their goals and needs.

By 2010, the role of faculty will be as "knowledge navigators" and "managers" of the instructional process. Instead of the lecture mode as known in 1993, other forms of interactive, video and computer-based instruction will dominate.

By 2010, the academic calendar of the 20th Century will have disappeared. Education will be available year around, around the clock and, more important, will be accepted as a lifelong process.

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The curriculum at the

College faculty will come to recognize if changes aren't made in teaching and learning, the institution will lose students to colleges, institutes, learning centers, and private industry making use of new, effective and convenient forms of learning and training technology.

"In spite of what we do or what we want, society is going to be transformed into something that we cannot identify at this moment. We know they will be profound and the impact they have on community colleges will be even greater."

Overcoming faculty resistance and technological barriers

Commission members identified several challenges that will face the California community colleges, even in a world with adequate resources and technological solutions.

Faculty teaching in the 1990s will resist the transformations taking place in the first decade of the 21st Century, the scenarists believe. Faculty will feel their understanding of and traditions in pedagogy being threatened and wrongly discarded. However, college faculty will come to recognize if changes aren't made in teaching and learning, the institution will lose students to colleges, institutes, learning centers, and private industry making use of new, effective and convenient forms of learning and training technology.

Another significant challenge will be ensuring that community colleges don't become two-tier worlds where "technocrats" thrive and everyone else struggles. A technology-based world could bring rise to an elite power group that gains and maintains power and influence through the use of technology, data and information.

To prevent this from taking place on community college campuses, the colleges will "marry" technology with a humanistic, ethical approach to both curriculum and governance. From this "marriage" will emerge "know-tech", a humanities-based curriculum emphasizing ethics, democratic principles, values and cultural pluralism.

"In spite of what we do or what we want, society is going to be transformed into something that we cannot identify at this moment," the commission members reported. "We know that changes will be profound and the impact they have on community colleges will be even greater."

The 2010 Student

Born in 1993, the community college student in the year 2010 may have been born to a single parent, had access to comprehensive health care throughout her life, experienced violent virtual games as a teenager, and gone to high school with metal detectors and high-tech classrooms.

At the community college of 2010, she will find a humanities-based curriculum steeped in high tech instructional and student services. She will do community service as part of her education experience and be a lifelong learner. And she, or some woman like her, will be elected President of the United States in 2028.

Scenario 2:
Traditional Solutions/Adequate Resources
"The Traditional Future College"

In contrast to the scenarists who took the money and equipped their campus with everything "bright and shiny," the commission members who developed the "Traditional Future College" scenario placed an emphasis on traditional, value-driven systems. "We don't think any technology can take the place of human contact, no matter how sophisticated or dazzling it might be," they said. This community college in 2010 will use its plentiful resources to support traditional and innovative student learning and faculty development.

Classroom-based instruction

In 2010, writing will still be an important part of a student's education even though computers and other 21st Century technology play an important role in the education process. Students will enroll simultaneously in a triple major: an academic discipline, a vocational discipline and an aesthetic or recreational discipline.

Much of the funding available to the "traditional future" college will be used to make the classroom experience as productive as possible. Seminar-style classes will be popular. Honors programs and remedial programs will be taught by faculty trained and experienced specifically in those programs. Students in 2010 will also find advantages to living on or near campus and having a residential experience associated with four-year universities.

Like the "High Tech Community College" scenario, the "Traditional Future College" scenario envisions that by 2010 the college-year calendar and 18-week semester will be replaced by a flexible calendar and class schedule more conducive to the lifestyles and needs of the diverse student population.

The curriculum at the colleges in 2010 will be genuinely multi-cultural or culturally pluralistic. Diversity, in fact, will be honored in all college activities. As 21st Century technology becomes increasingly sophisticated and adaptable to effective teaching, the training that faculty receive will become more important. Faculty not only will be computer literate but, more important, have the training and skills necessary to communicate with people, which will remain the "essence" of good teaching. They also will be non-union and will be granted tenure according to a merit system based on peer review.

As one strategy to promote a college curriculum and student services relevant to the "real world," faculty and administrative staff will be granted service sabbaticals of several years duration. They will work in business, governmental agencies and on independent projects away from the college.

Private funding for the institutions will make possible many of the college's programs and services. One innovation found on the campus in 2010 will be students enrolled as a result of their employers paying tuition through "subscriptions."

"We see a more ideal world than the other scenarios but we believe the essence of a good idea is already here," the commissioners reported. "It's just that many times we don't have the financial means to implement it."

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In 2010, we won't need staff development officers or

Scenario 3:
Technological Solutions/Inadequate Resources
"Quality and Efficiency through Technology"

New technologies, not adequate resources, will be the key to access and quality in the California community college in 2010, according to Commission members developing this scenario. "We believe the state will eventually provide funding for this high tech scenario, not for any noble purpose but to cut costs."

Faculty unions will struggle with changes in working conditions. Some faculty may even sabotage equipment, much like the Luddites who smashed their mechanical looms at the start of the Industrial Revolution.

Getting there from here
Many of the faculty and staff employed in 1993 will find the change to new technologies emerging in the 21st Century difficult to accept or adjust to. Faculty unions will struggle with changes in working conditions.

As 2010 nears, some faculty will make nostalgic appeals for the intrinsic humanism of the large lecture class of the 1990's. However, by 2010, students, increasingly tuned-in to the 21st Century technological revolution, will make the change inevitable.

Benefits for the plugged in
In 2010, facilities and staff time are more efficiently and effectively used as a result of the new technology, making access and quality possible in an era of inadequate resources.

Colleges go outside their campus boundaries to promote access by developing strong distance learning capabilities. Learning kiosks are established at corner convenience stores. A statewide interactive computer network is created. Colleges "share" instructors and interactive video programs. Articulation with K-12 and universities is enhanced through distance learning.

Access to the world of technology
The community college in 2010 will face the challenge of ensuring that students who are not "techno-nerds" or who have had limited access to technology in K-12 are not disenfranchised. College leaders will find themselves, in the year 2010, dealing with students who don't have VCRs, or phone lines or even homes. Failure to address this issue will exacerbate the problem of a two-tier student body.

Student expectations
Students in 2010 will expect more from faculty than they did in 1993. Faculty will help students use many different kinds of data collection via computer, modem, telephone, laser, etc. Learning strategies will be tailored more than ever before to the individual's learning style.

Faculty: carbon-based technocrats in a microchip era
In 2010, good teaching requires, as it did in 1993, faculty who provide excitement, motivation and a personal "touch." But, in 2010, faculty will use an array of new technologies to help students access information, ideas and experiences.

Commissioners felt that by 2010, neither staff development officers nor curriculum specialists would be needed to help faculty learn how to use the equipment. Instead, faculty will need help establishing human contact. For example, students who read *Hamlet* will be able to—through virtual reality technology—participate with the actors in performing the play, gaining unique insights into Shakespeare's message and the art of theater, but without personal contact with faculty.

With finances extremely limited, the faculty role also will include responsibility for monitoring, facilitating and training the new and growing number of peer counselors and peer teachers. These new and less-costly paraprofessionals will help accommodate the growing number of students seeking human, face-to-face contact with instructors.

With potential students having far greater access from many different learning and training sources, community colleges in 2010 could lose in the competition with other information providers unless change is accommodated. A cadre of instructors committed to change need to lead the way, the scenarists believe.

High technology may facilitate distance learning, but it may also work to isolate and restrict contacts for students and staff. Teaching/learning occurs when people come together. One approach may be to encourage the formation of academic "teams" in which students can study and solve problems with other students.

Interfacing with other systems
Regional, state and national consortia of education, government and business organizations will provide opportunities for cost-effective programs, services and facilities. But these same factors, including production expenses, equipment costs and distance learning will accelerate political pressure to consolidate districts.

"Our scenario is based on what we now conceive technology to be capable of," the commissioners said. "It is safe to say that the future technology will be different and beyond our ability to anticipate. We should assume that many of the problems which loom large for us will be resolved by further developments."

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Scenario 4:
Traditional Solutions/Inadequate Resources
"The Entrepreneurial College"

Facing a future of limited resources, high enrollment demand and momentous social change, community colleges will thrive in the year 2010 because of the innovations and creativity of its leadership. The commission members building this scenario described college leaders in the coming decades as "entrepreneurs for access and quality education."

Balkanization/tribalism
The state will continue to add new residents at a rate of about a half million a year, many coming from developing or politically unstable regions of the world.

The key to our

The community colleges by 2010 will seek and be granted increased regulatory relief and policy flexibility for student programs that, while inexpensive, do help to promote access and excellence.

The community colleges—which will still be the most affordable segment of public higher education in the state—will continue to be the destination of choice for the incredibly diverse post-high school cohort in California.

The challenge community college leaders face will be twofold: responding effectively to the demand for programs and services that respond effectively to the myriad of languages, cultures and skill levels in the classroom; and two, making higher education accessible to the tens of millions of residents who cannot afford costly tuition, books and technology.

Access and quality education

While the state's per-capita income shrinks and resources from Sacramento dwindle, community colleges will benefit from a statewide "local control" movement that successfully advocates for increased local flexibility and decision-making in place of adequate resources from Sacramento.

The community colleges by 2010 will seek and be granted increased regulatory relief and policy flexibility for student programs that, while inexpensive, do help to promote access and excellence. The colleges will also be responding to the burgeoning proprietary segment of schools, institutes and colleges that provide relatively rapid and specialized (but expensive) job and career training. In fact, some community colleges will find in 2010 such schools operating across the street from their college campus.

To respond to these many changes:

- Paraprofessionals such as master's degree candidates will be used to teach, tutor and counsel.
- Affirmative action programs will have been successful in creating role models for all students in the classroom, in the administration building and on the board of trustees.
- Local boards of trustees will be given extraordinary authority to develop regional consortia for educational and training programs with other education institutions, government agencies and private enterprises. Consortia will be the most cost-effective way to strengthen quality and access.
- In order to save money, the general education program will be more limited in terms of choice of disciplines. Morality and values will be an important element of the curriculum.
- A push to reduce bureaucracy and make community colleges even more responsive to local needs will bring about a major reform in faculty tenure. The fundamental question of guaranteed lifelong employment for all community college employees will be addressed.

Entrepreneurial spirit

Building on an effort that began in the '90s, community colleges will become "entrepreneurial zones," developing a wide range of projects, consortia and programs that promote student access.

Community colleges and private business and industry will, by 2010, be linked as closely as colleges are now with secondary schools and universities. The linkages will include education, training, retraining, technology transfer, research, and much more.

The role of college presidents in fund raising will have evolved to the point that careers are built on the ability to raise alternative and additional funding for the local college. Colleges that build private support will excel and, generally, be more stable.

"We have a window of opportunity now," reported the commissioners. "And many colleges are trying to develop alternative approaches to raising money, providing facilities and keeping access open. If we don't do something to begin to move in that direction, we will dig ourselves into a hole where we don't have the flexibility to get on top of the problem. If we don't move now, we may foreclose some of our options."

As a result of a lack of state funding for facilities and a growing pressure from private learning institutes and companies, class schedules and calendars will be built from "the outside in." Classes will be offered 24 hours a day, 52 weeks a year to accommodate the needs of students, not the desired working hours of administrators and faculty.

Facilities will be shared with UC and CSU (who are also suffering from a lack of capital improvement funding in 2010) and with other government agencies (*i.e.*, cities, counties and special districts) and private companies and firms.

"The key to our success in 2010 will have been the brain trust in the 71 districts and 107 colleges in the intervening years," the commissioners agreed. "We will be called upon as administrators, faculty and trustees to do far more with far less, to be innovative and creative and provide the leadership necessary to make educational opportunities available to the tens of millions of citizens in need of our services."

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Common Core Issues

The final step in the Commission's scenario building process was to identify the issues that were common to the four scenarios. Identifying the core issues, James Ogilvy explained, gives the leadership of the colleges a sense of the challenges ahead regardless of financial or other considerations.

The eight common core issues identified were:

1. **Change**
   From new approaches to campus curriculum and college calendars to the role of faculty and the capabilities of new technologies, change will continue to challenge community college leadership.
2. **Access**
   Regardless of financial circumstances or tuition levels, access will remain an issue to be addressed. Regional and state programs, facilities and staff consortia will be one strategy.
3. **Consideration of Technology**
   The influence and potential of technology, both for good and as a hurdle to participation, will be an important factor for future higher education leaders. Of particular concern will be the future of those not "plugged in."
4. **Humanism**
   The importance and values of individuals will be increasingly important as technology becomes increasingly powerful and influential.
5. **Bringing People Together**
   Human contact in the classroom and on "campus" will remain a valued and necessary part of education in 2010, regardless of technological innovations.
6. **Pluralism**
   The ability of people to live and work with people of diverse cultures and with diverse goals will remain an important challenge.
7. **Empowerment**
   The question of what groups will be empowered by technology and by the socio-economic changes ahead is critical to the future of the colleges and society.
8. **Role of Faculty**
   The role faculty will play in the continuing evolution of the community college movement will be a major issue as community colleges move forward toward 2010.